



SCHOOL LIFE

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CONSOLIDATION TO BE SUBJECT OF NATIONAL CONFERENCE

Iowa Meeting Will Give Attention to Combining Rural Schools—Governors Will Attend

In cooperation with the Iowa State Department of Education and the Iowa State Teachers' College, the Bureau of Education has called a National Conference on Rural School Consolidation, to be held at the Iowa State Teachers' College, Cedar Falls, Iowa, February 17 to 19.

"It is desired to make the proceedings of this conference the last word on rural-school consolidation up to that time," says J. L. McBrien, executive secretary of the conference. "Every State, every county, every township, every community, and every institution in the United States that has done anything worth while in the work of rural school consolidation is most earnestly requested to be presented at this conference either in person or by a written report, and to make the best exhibit possible of its good work by charts, maps, pictures, etc., in a large hall set aside for this purpose by the Iowa State Teachers' College. The conference topic will be: 'What our rural schools must be and do to meet after-war conditions and the call of the new day.'

"Iowa is probably doing more in the consolidation of rural schools right now than any other State in the Union. This gives an opportunity to study the problem as it is being solved there.

Nearly 200,000 One-Teacher Rural Schools.

"There are in round numbers nearly 200,000 one-room rural schools in the United States. It is claimed by some who have made a careful study of this question that probably two-thirds of these schools can and should be consolidated on a 10-year nation-wide campaign if a sufficient amount of financial aid were provided therefor.

"This would leave 60,000 of these schools beyond the realm of practicable consolidation. It is also claimed by some who have made a careful study of the question that it is possible to eliminate 10,000 of the 60,000 schools by uniting two or more of these weaker schools in various parts of the country into a stronger one-teacher school than now exists in many places.

"This would leave us 50,000 one-teacher rural schools. These schools must not be neglected. They must not be boycotted. They must not be starved. But they must be made the best schools that it is possible for money and qualified teachers to make them. Place the best qualified teachers in the whole public-school system in these schools if you are going to place the best qualified teachers anywhere, for here is where the herculean task is. It is not the place for amateur adventurers or juvenile pretenders. Wherever the Nation and the State permit a man to go with his family in an honest effort to earn an honest living, it is the duty of the Nation and the State to follow that family and to provide the children thereof with adequate school privileges. This is not done now in at least 100,000 rural schools of the United States.

The Rural High School.

"The rural high school in connection with and independent of consolidation will be one of the big questions at the Cedar Falls conference. The township and community high-school movement in Illinois, the county agricultural high schools of Mississippi and Wisconsin, the farm-life schools of North Carolina, and the associated farm-life schools of Minnesota, the consolidated high schools of Colorado, Arkansas, Louisiana, Oklahoma, Indiana, Iowa, North Dakota, Tennessee, Utah, Kentucky, Florida, Missouri, Kansas, Nebraska, South Dakota, Washington, and the centralized high schools of Ohio, are among the types of

rural high schools to be given consideration at Cedar Falls.

"The dates for this conference have been fixed so as to permit the delegates from the Southwest, the Northwest, the Central West, and the Far West to attend this meeting on their way to the meeting of the department of superintendence at Cleveland the week following.

The Plan of Attack.

"We shall attack the problems of the rural school at this conference in the main through the committee plan. For example, take the problems of consolidation. We now have six committees with from 5 to 15 members on each committee working on the problems of consolidation as follows:

"1. The advantages and disadvantages of the various units of taxation and administration as related to rural school consolidation.

"2. The problem of transportation and good roads as related to rural school consolidation.

"3. What the course of study should be and do for consolidated rural schools.

"4. The preparation of teachers for consolidated rural schools.

"5. Teachers' salaries in consolidated rural schools.

"6. The need of more money in the consolidation of rural schools."

Governors to Attend and Take Part.

Gov. Harding, of Iowa, is planning to be present at the conference from its opening to its closing session. He says: "Unless something unforeseen happens, I shall try and be present practically all of the three days, for I think there is nothing more important now in this country than the building up of rural schools. I want to lend my presence so that the people will understand the State is interested, and I want to be present because I desire to learn more of the problem."

Gov. McKelvie, of Nebraska, has accepted an invitation to deliver an address at the conference. Several other governors are expected to attend and take part on the program.

COMPREHENSIVE SCHOOL REORGANIZATION URGED FOR VIRGINIA

Survey Commission Recommends Constitutional Changes to Bring Schools Up to Twentieth Century Requirements—Report Makes Detailed Analysis of State Educational System

Reorganization of existing educational facilities in Virginia and provision for needs not yet met by the school system are urged, as a result of one of the most comprehensive State educational surveys yet undertaken, that of Virginia, which was made by a commission created by the State legislature in 1918 and the report of which has just been published. The commission was made up of State Senators G. Walter Mapp and C. O'Connor Gorbrich, Delegates Charles H. Ralston and Franklin Williams, Miss Bessie Taylor, Prof. Charles G. Maphis, and Supt. Blake T. Newton, and the State superintendent of public instruction, Harris Hart.

The commission engaged Dr. Alexander Inglis, of Harvard University, to direct the field work of the survey, and Dr. Inglis organized the following divisions, staffed mainly by Virginia educators: Organization and administration, buildings and equipment, attendance and enrollment, course of study and instruction, teacher status and training, tests and measurement, negro education, finance, physical education, vocational education, and school organization.

The report, as published by the State, is in two parts:

1. Recommendations of the commission to the general assembly.
2. The report of the survey staff to the commission.

Constitutional Changes Necessary.

Unlike most State survey reports, the Virginia report finds it necessary to recommend constitutional changes. On this point the report says:

The education commission considers it most unfortunate that the constitution of Virginia, in the sections on public education, has dealt too much in particulars. In consequence a number of very important reforms which should be instituted at once must await the tedious process of constitutional amendment. If the constitution had dealt only with fundamental principles and had left particular adjustments to the legislature, the way would be clear for more immediate improvement in the school affairs of the State.

The constitutional changes submitted would include a small State board of education, to be appointed by the governor; appointment of the State superintendent by the State board of education, instead of election by the people; establishment of the county as the unit of administration in school affairs, instead of the school

district; elimination of present constitutional school-age limits (7-20), so that the assembly may fix a suitable age; removal of limit of 5 mills on the aggregate local tax; and the removal of the present "illogical limitations" on the operation of a compulsory school law.

Short Term Attacked.

The abnormally short school term in Virginia is vigorously attacked by the commission in its report. The report says:

In the opinion of the commission, it is impossible to provide adequate school training for the boys and girls of the State without a material lengthening of the school term, particularly in the non-city schools. In the cities, the term of nine months is well-nigh uniform, but in rural Virginia the length of term is variable and commonly insufficient. The Assembly of Virginia in 1918, in the appropriation bill, very wisely imposes the condition that the local school division should maintain a term of at least 7 months, or 20 days longer than the previous session, or for a period satisfactory to the State board of education, before it can share in the cash appropriation bill. This has materially improved the situation.

In years gone by a term of five months was regarded to be a legal minimum. The action of the assembly of 1918, above referred to, would tend to establish seven months as the legal minimum. It is the serious conviction of the education commission that the statute law of the State should recognize a standard term of 9 months for noncity as well as city schools. Code 1918, section 669, should therefore be revised in such a way as to establish a standard term of 9 months instead of a term of 5 months as indicated in the statute.

Teachers' Salaries.

The condition of the teaching staff is portrayed by the report in striking fashion. Not enough teachers are provided, it shows; the teaching force is disastrously unstable—in one-room schools

more than one-third of the teachers had had no experience before the present year, and 15 per cent had had but one year's experience; the teaching force as a whole is "woefully lacking in the education and training essential for good teaching"; the average annual salary is \$350 for noncity schools and \$658 for city schools, while the average annual salary paid to colored teachers is approximately \$175 for noncity schools and \$391 for city schools.

To improve these conditions the survey staff recommends a minimum of \$1,000 for experienced teachers and \$500 for any teacher; amendment of the teachers' retirement law; encouragement of teachers' cottages; and enactment of an adequate tenure law.

The commission itself says:

The commission holds that it is absolutely futile to attempt to develop a safe and thorough system of training unless provision is made to guarantee that pupils will have thorough instruction under trained teachers. The quality of the instruction to be offered is the essential thing in any system of training, and therefore the teacher is the real crux of the whole system. The wisest administration and the most expensive facilities may amount to nothing unless there be trained and capable teachers in the schoolrooms. The public apparently has not viewed this question quite seriously enough. Too often a mere pretense of training has met with easy acceptance. When a school-room has been provided and some person put in charge, we have been prone to believe that satisfactory training will always result. This result will never follow unless the person in charge is really a capable teacher. The commission urges with the greatest emphasis that any system of schools dependent upon teachers who are not well trained and qualified is dangerous and may be positively pernicious. It is a very expensive procedure also when the loss of time and the incalculable loss of character development is considered. It is not, therefore, a question whether the State can afford to furnish good schools, but whether the State can withstand the inestimable loss which may result from inefficient schools. Civilization is progressive and States move forward. Each generation must be trained not only to appreciate the inheritance of the past but to make a positive contribution to the progress of the future. Boys and girls must be trained in their early years how to think and how to work, if they are to be expected to assume a leading place in the march of progress. Any State which denies them this training in a serious and thorough fashion places an insurmountable barrier to efficient citizenship. It may save a little money now merely to pay a heavy tribute to ignorance in the future.

In 1919 the Mississippi State Teachers' Association enrolled 5,700 teachers, more than 90 per cent of the white teachers of the State. Best previous records had not exceeded 1,200.

THE REASON.

The class of '96 at Yale produced 33 Yale teachers, and the class of 1904 produced 19. In the two classes of 1918 and 1919 but three men are going into teaching. Why? Because teaching does not pay a living wage.—*Yale Alumni Weekly.*

AMERICANIZATION LACKS LEADERSHIP, SAYS REPORT

"Too Much of a Side Line Now," According to Los Angeles Supervisor—Needs Organized Program

"The present weakness in Americanization work is the lack of a program and national leadership," says Miss Ruby Baughman, supervisor of evening schools of Los Angeles, Calif., in her 1919 report.

"Americanization is a side line, an afterthought, a compromise, in too many different departments of educational, social, and governmental activity. The work as a form of educational endeavor is pioneer, unchartered, experimental; it must be crystallized into definite, substantial expression by a person or by several persons who are fitted by training, temperament, experience, and their own willingness to undertake the stupendous task of formulating the popular conception of Americanization.

Not Even a Philosophy.

"There is not even a philosophy of Americanization or democratization, much of the stuff bearing that label being concerned with what shall be done for or to the immigrant by instruction or philanthropy and very little with the idea of what we must do for ourselves so that the things he sees and knows and experiences—and these constitute by far the greater part of his Americanization—may be constructive factors in that process. There are many cities which are talking about what they could do for the foreigners when the best thing they could do for these people would be to make themselves clean, decent communities.

Few Suggestive Programs.

"In order to locate Americanization properly as a comprehensive task of elementary adult education, an intelligent, common viewpoint is necessary on the part of those persons who assume the position of leadership. At present it is possible to find in all the jumbled and transient mass of matter printed about Americanization all too few coherent, practicable, and suggestive programs of educational procedure. Even a tentative program would furnish a foothold for teachers and persons whose business is the training of teachers; it would offer a starting point for future discussion and growth; it would tend to eliminate the traditional, the academic, the sentimental, the unessential, the petty, the political,

the unprofessional, the casual, the selfish. It must be built on a recognition of a new world era in education with the new need of a new attitude of mind to meet the baffling conditions of a new day.

Necessity for Awakening.

"Elemental and almost overwhelming is the necessity for an awakening of the entire educational force of the country to a comprehensive, concerted, and effective attack upon the detailed problems of adult elementary education. University and high-school education for adults is granted in theory and practice; elementary education for adults is denied at every administrative and instructional step. The prevalent silly faith—strong and ever present—in the naturalization process for non-Americans as an all-sufficient answer to the demand for assimilation of our foreign born into the body of safe and sane citizens—and the foreign born form only one group of our citizens who stand in desperate need of education—is only one single illustrative remnant of a prewar social apathy. The inadequate financial and administrative provision in school systems, rural and urban, for classes and schools for adults, coupled with the general conviction in the national teaching staff that schools are for children and for children only, prevents anything like satisfactory experimentation in adult elementary education even in a small local and isolated way.

Organized Departments Needed.

"We need, too, in universities and normal schools, organized departments and courses designed to lead teachers in the direction of various phases of this work. A frank abandoning of prewar, scholastic, idealistic courses in the social sciences should be followed by the equally frank establishment of courses utilitarian, tentative, and realistic. The recognition of the new and unique field of education by the administrative authorities of institutions devoted to the training of teachers and other social workers would reveal, however, another great lack—namely, persons to conduct these training courses for the persons who shall in turn train teachers. In this business something more stable and specific than a highly developed social sense, or a fervent desire to serve humanity, or an equally fervent desire to hold a position, or a highly developed political sense, or a tendency to demagoguery, is essential. Conferences of trained leaders could develop a public opinion fairly well informed concerning the matter of adult elementary education. We are learning at a tremendous cost exactly the points in which public opinion in a Government like ours must be

brought to consider its own education. Public opinion moreover must be taught to demand the best of quality in personnel, in methodology, in professional attitude not only of the national leaders but of the teachers to whom the details of immigrant education are intrusted. This is no work for weaklings, for worn-out teachers, for decrepit social and religious workers, for the society woman interested for the moment, for the idly curious, for the politically or socially ambitious.

Must Be More Than Charity.

"Strong teachers will emphasize the desperate need of a carefully developed technique of teaching especially in the classes in English-to-foreigners and in civics. Our present plight is pathetic; almost the whole territory remains to be cultivated. All of these inadequacies lead to the final one of a chain of deficiencies—the disproportionate salaries paid to teachers and leaders in this branch of educational work. Immigrant education has so lately emerged from a semiphilanthropic, almost charitable origin, that its demands for a high rate of pay for a task requiring a high degree of skill and a mastery of a delicate technique make way slowly. American public sentiment has been dealing lightly with the problem of the foreigner; it has not yet even lightly considered the necessity for taking to heart the awful warning in the late figures of illiteracy. The present almost hysterical excitement over Americanization must be stabilized into a democratic, steady, intelligent, concerted educational attack upon ignorance, illiteracy, social isolation, and their concomitant evils."

SPECIAL VILLAGE SCHOOL PROBLEMS TO BE DISCUSSED.

A conference on the "village or town school" will be held at Cleveland in connection with the meeting of the department of superintendence, February 26-27. The conference will be under the auspices of the United States Bureau of Education, and W. S. Deffenbaugh, of the bureau's staff, will be chairman. The program is as follows:

CONFERENCE: THE VILLAGE OR TOWN SCHOOL.

(Cleveland, Ohio, Feb. 26-27, 1920. Main Assembly Room, Hotel Hollenden.)

Thursday, February 26—2 p. m.

1. Community civics for villages. Arthur W. Dunn, specialist, Community Civics, U. S. Bureau of Education.
2. The village health problem. E. A. Peterson, director, department of health, American Red Cross, Washington, D. C.

3. Possibilities of the village high-school course of study. W. D. Lewis, deputy State superintendent of public instruction, Harrisburg, Pa.
4. The village in relation to the surrounding country. C. J. Galpen, economist in charge Rural Life Studies, U. S. Department of Agriculture.
5. General discussion opened by A. O. Neal, specialist, Rural Education, U. S. Bureau of Education.

Friday, February 27—2 p. m.

Village intellectual and social life:

- (a) Entertainments, as pageantry, dramatics, and music. Arthur J. Klein, executive secretary, National University Extension Association.
- (b) Village community organization for acquaintance, instruction, discussion, and cooperation. Mrs. Josephine Preston, State superintendent public instruction, Olympia, Wash.
- (c) Educational extension in villages. J. J. Pettijohn, director, extension department, University of Indiana, Bloomington, Ind.
- (d) General discussion opened by Mrs. Katherine M. Cook, specialist, Rural Education, U. S. Bureau of Education.

FAVOR NATIONAL "TRANSFER SYSTEM"

Compulsory Education Officials Would Standardize Title of Attendance Worker—Other Movements Indorsed

A standardized "national transfer system," whereby pupils could be easily transferred from one school system to another; a uniform title for attendance department officers; creation of a centralized family court; and other measures were indorsed in resolutions adopted by the National League of Compulsory Education Officials, which met at Philadelphia December 3 to 6.

The following are some of the resolutions as adopted:

Resolved, That we favor a standardized national transfer system and co-operation of all attendance departments in its operation.

Resolved, That we favor a uniform title for attendance department officers and suggest the title of school child welfare worker and that a committee of three be appointed by the president to take the subject up with the various departments represented in this league and report the result of their work together with the recommendation at the next convention of this organization.

Resolved, That we favor the Americanization plan that makes each citizen—present and future—a 100 per cent American, in patriotism, in loyalty, and in education.

Instruction Exclusively in English.

Resolved, That we recommend that all instruction in elementary branches of education in every school in America be exclusively in the English language and that if a Federal appropriation for Americanization work is adopted by Congress we recommend it be divided only among those States which provide that instruction in all elementary schools shall be in the English language with the exception of vocational schools where the required instruction in English has been given.

Resolved, That we indorse the proposition of an amendment to our juvenile court laws and other laws that would expedite the creation of a centralized family court that would have jurisdiction over both adults and juvenile offenders and all matters pertaining to child welfare. We believe that the prosecution be extended to parents whenever necessary as a final resort for con-

SOME DIFFICULTIES IN ENFORCING THE ATTENDANCE LAWS

(As reported to Bureau of Education by school attendance officers.)

1. "Present law provides punishment for parents only for each week's failure to send children to school, thus leaving opportunity for part weekly detention at home."
2. "Too few attendance officers."
3. "Keeping boys and girls in school until they are 16 years of age because they can't do fractions or fifth-grade work, when they are mentally deficient and no provision is made for them."
4. "Employment certificate should not be property of child. New certificates should be issued when child leaves job and takes another."
5. "No provision for aiding indigent families with children of compulsory age."
6. "No provision for truant girls."
7. "Private schools are not required to report absences."
8. "Law can not be enforced because of so many exemptions."
9. "Prosecution should be in juvenile court instead of criminal court or courts of local justice of the peace."
10. "No provision for habitual truants."
11. "Lack of registration of births."
12. "No continuous school census."
13. "Failure of teachers to report absences."
14. "Dropping child's name from school register after an absence of three days."
15. "No interest on part of State school officials."

tributing to juvenile truancy, delinquency, and dependency, and we favor greater enforcement of adult probation laws and expanded jurisdiction of probation officers and the officers of bureaus of compulsory education or attendance departments with such increase in salaries as their respective boards of education can afford to give them to meet the increased cost of living.

Separate Parental Schools.

Resolved, That we favor separate parental schools for girls as well as parental schools for boys to provide for instances where the children are beyond the control of parents.

Resolved, That we indorse the Arder Shore plan as advocated by Dr. Sadie Bay Adair, of Chicago, for the care of underfed and undernourished children rejected by medical examiners in the enforcement of child-labor law.

Resolved, That it is the sense of this organization that every effort be made, both as an organization and the membership as individuals, to render every assistance to the United States Government, through the Treasury Department, and in all other ways give substantial aid in creating a demand for and in disposing of thrift stamps and Government saving stamps.

Mental Tests in Child-Labor Laws.

Resolved, That the president of this league be empowered to appoint a committee of three to report at the next annual convention of the league, and whose function it shall be to investigate the desirability of such modifications of existing child-labor laws as to establish true scientific criteria of the mental and general fitness to make an independent living of any and all children applying for a working certificate, instead of basing the issuing certificate upon the completion of any particular school grades. The function of their committee shall also include the suggestion of such methods of education, and appealing to the parents to prevent them from taking their children out of schools, even though these may have met these scientific criteria, unless economic conditions make it absolutely imperative for them to utilize the labor of their minor children for family support.

Resolved, That we indorse medical inspection of schools, physical culture, and every welfare feature that protects the health of school children.

Resolved, That we indorse continuation schools, vocational guidance, and the enforcement of child-labor laws without fear or favor.

Resolved, That in order to assist in locating children who move and leave no address and to promote prompt enrollment when children attain compulsory attendance age, we favor a law in each State defining procedure when and how to take a school census and compelling householders to give desired and complete information to school census enumerators.

Resolved, That we favor the enactment of birth registration laws in every State.

There were 700,000 pupils in public schools in the Philippines during 1919, an increase of 100,000 over 1918. A further increase of a hundred thousand is expected for 1920.

CHILD WELFARE IN KENTUCKY STUDIED

School Conditions Occupy Largest Part in Child Labor Committee Report—Take School Administration Out of Politics, Is Recommendation.

"Kentucky neglects her children," says Edward N. Clopper, introducing the National Child Labor Committee report on child welfare in Kentucky, prepared at the request of the Kentucky Child Labor Association and the Kentucky State Board of Health. He points out, however, that there are individual instances of the finest type of child-welfare work in many Kentucky communities, indicating the possibilities for the whole State once a unified and coordinated plan is developed. Dr. Clopper says:

"There are in the State about 1,200,000 boys and girls under 20 years of age, of whom 20 per cent live in urban homes and 80 per cent in rural districts. The welfare of children, therefore, is chiefly a matter of dealing with rural conditions, and yet in spite of this fact the children of cities and their environment have so far had the lion's share of thought and effort. This preferential treatment must give way to a fairer policy, by which the needs of all receive proper consideration.

Epidemics Frequent.

"With a small appropriation for public health work and with very few full-time health officers it is no wonder that epidemics are frequent; that the death rates for such diseases as tuberculosis, typhoid fever, diphtheria, measles, and whooping cough, while appreciably lowered in the past 10 years, are high; that trachoma is common among children in the mountain section and is said to be increasing in spite of efforts to check it; that smallpox is still prevalent in parts of the State; and that pellagra is widespread in the southeastern counties. But it is encouraging that the death rate for malaria is decreasing and that hookworm, of which children especially are the victims, has been largely brought under control. Instruction in hygiene as given in the schools, and especially in the rural schools, is primitive and ineffectual. Medical school inspection and school nursing service are provided for in but few places. Sanitation in many rural homes is rudimentary or wholly absent.

Politics and Low Salaries Handicap Schools.

"State and county administration of public schools is subject to the uncertainties of politics. The offices of State su-

perintendent of public instruction and of county superintendent of schools are gained only through political activity and campaigns for support at the polls. The salary of a county superintendent of schools is so limited by law that competent persons ordinarily will not consider the position, although cities are not restricted either by a system of political preferment in selecting superintendents or by the flat of law in fixing their pay. Local taxes are too low for the development of good schools, and because State funds alone are sufficient to keep poor schools open for six months, many districts are content to makeshift with such provision and lull to sleep all sense of their own responsibility. This indifference to duty and to the rights of children will prevail until the people are obliged to comply with a higher standard of local taxation. Rural elementary schools are held in archaic buildings, poorly equipped, with poorly paid teachers, using poor methods. Owing to the lack of good roads, there has been but little consolidation. The cities have better schools, but because of the low salaries there is difficulty in getting and holding the teachers. Compulsory attendance is spasmodic in the smaller cities, and weak in both law and enforcement in rural districts. Boys and girls are absent from school principally because of work, illness, and indifference. Opportunity to attend high school is frequently denied to country children. More than 6,500 children over 10 years of age are illiterate.

Mountain Schools Have Helped.

"In the mountains the whole family must work hard to maintain even a low standard of living, and primitive homes, polluted water, disease, poor schools, and loss of land ownership are common. The present development of the rich natural resources of this section by outside capital is accompanied in a few instances by constructive social service that will undoubtedly have a marked beneficial effect, and the settlements, special schools, and other agencies that have been at work for years have contributed in no small degree to the improvement of conditions within their areas of influence, but the task of raising the standard of life in this great region is beyond the reach of such limited individual undertakings.

"In the blue grass region farm tenancy is on the increase and the children of the tenants bear an unduly large share of the burden this condition imposes, while others more fortunately situated enjoy unusual advantages. Even in this favored region there is indifference to the development of rural schools.

Depends Upon Organization.

"In parts of the western section, isolation and the consequent absence of community spirit hold back the growth of good schools, roads, housing, water supply, health, and land ownership; on the other hand, the encouragement of cooperative marketing and community clubs by county farm agents is hopeful because the farmer's progress, and therefore the welfare of Kentucky's children depends upon organization.

"This is not a pleasing picture. It would be wholly depressing if there were no spirit of protest alive to encourage the hope for better things. Fortunately, there is such a spirit and it is gradually becoming stronger and stronger. Indeed, there are not wanting examples of what can be accomplished through pricking the conscience and stimulating the effort of a community, as in Mason County; the trouble is that the energizing spirit of discontent is not yet abroad in the land and the old order still prevails. Attachment to the methods of days gone by and scorn of modern ways still hold many in thrall. The State's treatment of children is out of joint with the times.

Popular Inertia Must Be Overcome.

"This is not a fault-finding report in the sense that it is adversely critical of administrative policies, methods, or personnel. It is, however, an indictment of the people. They have been too complacent, too much satisfied with things as they are, and too unwilling to give the children of the State the advantage either of their own undertakings or of experience gained elsewhere. Here and there thoroughly good work is being done, but the general attitude is that of indifference. The people have no better provisions for the health, care, protection, schooling, and play of their children than they themselves have demanded, and the conditions are no worse than they have been content with. Whatever the shortcomings of the State may be in all these fields, they are chargeable to the people and to the people alone. It is this popular inertia that must be overcome before any real advance can be made, and it is cheering to know that it is already by way of being overcome, for manifestations of an awakened spirit are now distinctly perceptible. The authors of this volume, as they went about the State, found the people nearly everywhere in a receptive mood and ready to respond to capable leadership."

The report recommends creation of a commission, to serve without pay, to have charge of preparing a "children's code" to present to the legislature.

CHILDREN GROWING UP ILLITERATE, SAYS CHILDREN'S BUREAU

One-Fourth of Those Examined Could Not Read and Write—All Native Americans

That many American-born children are growing up illiterate is asserted by the Seventh Annual Report of the Chief of the Children's Bureau of the United States Department of Labor. As proof the bureau points to figures collected in connection with the administration of the child labor act of 1916, which was later declared unconstitutional. They cover five States in which the employment of children was general.

Of 19,696 children between 14 and 16 years old to whom certificates were issued, more than one-fourth could not write their names legibly. Nearly 10 per cent had never gone beyond the first grade and considerably more than half were in the fourth grade or lower when they left school. Only about 3 per cent were in eighth grade, and about 1 in 100 had reached high school.

"These children were native Americans," says the report. "Of the whole number, only 24 were foreign born. The responsibility for their neglect is not merely a local one. The United States is now offering to the States financial assistance and expert advice in providing for the vocational education of children. A similar national policy might well be followed in regard to elementary education.

"It is generally agreed that the educational opportunities offered the rural child are inferior to those offered the children in cities or industrial towns. Illiteracy is everywhere higher in the rural than in the urban population. Unless prompt attention be given the problem the children of the present generation will not be assured at least the elementary education which every citizen in a republic should have. We surely can not afford to ignore the need of a national guaranty of at least an elementary education for all the children of the country."

ASKS EXTENSION OF COMPULSORY EDUCATION IN CANADA.

The recent Canadian educational conference passed a resolution urging the extension of compulsory education from 14 to 18 years, especially in order to "provide part-time educational work in citizenship and fitness for economic life until 18."

BUREAU OF EDUCATION CALLS CONFERENCE ON GOOD TEACHING IN INDUSTRIAL EDUCATION

The Commissioner of Education has called a conference of specialists in industrial education to meet in Chicago on Wednesday evening, February 18, preceding the opening of the joint convention of the National Society for Vocational Education and the Vocational Education Association of the Middle West. The program as announced is as follows:

Program.

Chairman: William T. Bawden, Bureau of Education.

The purpose of the meeting will be to provide opportunity for a round-table discussion of the thesis: "The opportunity to observe examples of good teaching is essential in the preparation of industrial teachers, and in their improvement in service."

(1) Importance of illustration by example in teaching industrial subjects; E. K. Strong, jr., head of department of vocational education, division of applied

psychology, Carnegie Institute of Technology, Pittsburgh, Pa. (20 minutes.)

(2) Suggestions as to methods:

(a) James McKinney, University of Illinois; teacher-training extension center, Chicago. (20 minutes.)

(b) J. G. Collicott, deputy superintendent for vocational education, State Department of Public Instruction, Indianapolis, Ind. (20 minutes.)

(3) Discussion from the floor.

(4) Summary of the discussion; Charles H. Judd, director, School of Education, University of Chicago. (20 minutes.)

Place of Meeting.

The conference will be held at the Hotel Morrison, Clark and Madison Streets. The program will be preceded by an informal dinner, at 6.30 p. m., at \$1.50 per plate. Requests for reservations for the dinner should be sent to Mr. S. Kicks, Maitre d'Hotel Morrison, Chicago, before 6 p. m., February 17.

TWENTY-FIVE OPEN-COUNTY CONSOLIDATIONS IN NORTH DAKOTA.

By R. P. CRAWFORD, in "*The Nebraska Farmer*."

Total number of children enrolled.....	1,752
Average enrollment per school.....	70
Number schools doing high school work.....	18
Number pupils doing high school work.....	125
Number pupils transported at public expense.....	1,410
Number schools using public system of transportation.....	8
Number schools using private system.....	8
Number schools using combination of both systems.....	9
Average cost per year per child transported.....	\$25
Average salary per driver per month.....	\$55
Average longest drive one way in miles.....	6
Average drive one way in miles.....	4
Average area of district in sections.....	36
Average assessed valuation.....	\$120,000
Lowest valuation, \$80,000; highest.....	\$180,000
Average tax rate in mills.....	21
Lowest tax rate, 11 mills; highest.....	30
Average cost of school building.....	\$5,000
Lowest cost, \$2,500; highest.....	\$12,500

AFTER CONSOLIDATION.

Average increase in tax rate in mills.....	6
Average increase in taxes per quarter section.....	\$5
Average increase in number of school days in term.....	30
Per cent of increase in length of term.....	20
Per cent of increase in enrollment.....	15
Per cent of increase in daily attendance.....	20
Per cent of increase in normal and college trained teachers.....	80
Per cent of increase in number doing eighth grade work.....	100
Per cent of increase in number doing high school work.....	300

Some of the expenses and costs enumerated here might be raised a trifle for the last two years.

COURAGE AND RESOURCEFULNESS COMMENDED

But Science Teaching at Gary Lacks "Continuity and Organizing Purpose," Says Dr. Caldwell—Education Board Analyzes Situation.

That Gary has shown courage and resourcefulness in making science teaching alive and in trying to bring it into touch with the pupil's actual experiences, but that the work lacks the continuity and organizing purpose that go with good administration and supervision, is the conclusion of Otis W. Caldwell in the recently issued volume of the General Education Board report dealing with science teaching in the Gary schools. Dr. Caldwell says:

Gary's Science Supervision Nominal.

"Even science teaching of conventional type can not run itself; still less so science teaching which abandons the beaten path. Supervision and staff organization, necessary under ordinary circumstances, need to be more efficient and more intelligent, if they are also to be more flexible, as under the conditions that obtain at Gary. But Gary's science supervision is nominal and its staff conferences far too rare to answer their purpose. Under such circumstances, conventional teaching would be unlikely to be good of its kind; and a large experimental undertaking when so conducted is likely to have an unsatisfactory result.

"Teachers of English and teachers of science attack a large problem together; the shop and the laboratories are at times brought to bear on identical problems. This is excellent as far as it goes, and contains the foundation upon which a rational course in school science may ultimately be worked out. But it is not enough merely to break away from the formal, cut-and-dried type of science teaching represented by most textbooks and to introduce concrete problems from time to time. Chaos follows unless aims have been sharply defined; unless orderly development of laws and principles is assured through intelligent and forceful guidance; unless careful and exacting work is secured through competent teaching.

Principles of Organization Lacking.

"Beyond a general and sound predilection for the concrete as embodied in the environment and experience of the pupil, it is impossible to discern at Gary satisfactory principles of organization or progression in science teaching. Unquestionably, the children are interested in

their science work and derive pleasure from it, and to this end the work is of value. But science fulfills its educational mission, not simply by arousing interest in a disconnected series of phenomena or giving pleasure through a disconnected series of experiences, but by cultivating capacity to deal intelligently and vigorously with significant problems. This ought indeed to be both an interesting and a pleasurable task, but unless it involves order, persistence, and hard work its educative effect is probably of minor importance. Unless so presented, science is likely to be a transient diversion rather than a profoundly formative and truly disciplinary influence in the pupil's development."

ADVISES SCHOOLS ON MOTION-PICTURE EQUIPMENT

Bureau Bulletin Aims to Help Educational Institutions Select Apparatus

In order to furnish schools and colleges with helpful information in the purchase and use of motion-picture equipment, the Bureau of Education has just issued a bulletin in this field. The bulletin is by F. W. Reynolds, of the extension division of the University of Utah, formerly of the educational extension division of the Bureau of Education.

In his introductory statement to the bulletin, Mr. Reynolds says:

"No fact of the motion-picture world is more striking to-day than that of the interest in motion pictures for purposes of education. If the day of the motion picture in education has arrived—as would thus seem to be the case—and if the brains and money behind the production and distribution of motion-picture films for use in education should make the already existing source of supply of educational motion pictures not merely greater in volume but richer in content and variety and more easy of access—as would seem to be the very reasonable hope—then the problem of giving the day significance will promptly be with the users—the schools and the other organizations of whatever sort having immediate responsibility in education.

"A part of the problem will, from the nature of motion pictures, be mechanical—relative to equipment and its installation and use and to the handling of motion-picture films.

"It is with the hope of assisting users of motion pictures in the mechanical part of the problem that this pamphlet has been prepared.

"In the course of the pamphlet is the interesting observation of the editors that high-school students who have learned to operate a motion-picture projection machine often give better exhibitions than professional theater operators. At any rate, the mechanical difficulties in the way of the use of motion pictures in schools are so easily overcome that they can in no way be urged as an objection to the use of motion pictures as an aid in education. The time is near when no school will be complete without its motion-picture projection machine, and no instructor well prepared or student mechanically inclined well taught without facility in its use."

"SPANISH HERE TO STAY," SAYS WISCONSIN SCHOOL PRINCIPAL.

"Spanish is here in the curricula of our high schools, and here to stay," says F. A. Hamann, of the South Division High School, Milwaukee, in the January bulletin of the Wisconsin Association of Modern Language Teachers.

"Fortunately, the acquisition of Spanish most happily combines with its practical value a great cultural value and affords the same linguistic training as does the study, say, of French. Besides, it has one of the great literatures of the world, and furnishes the key to understanding a great race. The study of Spanish would also furnish the best foundation for Latin, because it is pedagogical to proceed from the less difficult to the more difficult, from the concrete to the abstract, from the modern to the ancient."

Increased Study of Spanish.

How French and Spanish have advanced and German declined in Milwaukee high schools is shown in the following table, from the same issue of the bulletin of the Wisconsin Association of Modern Language Teachers:

Registration in the foreign languages in Milwaukee high schools.

	1915	1916	1917	1918	1919
French:					
February.....	150	157	126	215	763
June.....	132	119	107	314	870
German:					
February.....	1,474	1,488	1,322	836	280
June.....	1,573	1,493	1,300	660	218
Latin:					
February.....	874	948	970	982	851
June.....	934	908	991	946	784
Spanish:					
February.....			190	292	464
June.....		146	175	304	444
Total enrollment.....		4,915	5,142	5,010
Total enrollment in French, German, and Spanish.....		1,758	1,585	1,278	1,332

SCHOOL LIFE

Issued by the United States Bureau of
Education.
Department of the Interior.

Editor, W. CARSON RYAN, JR.

TERMS.—Subscriptions, 50 cents per year, in advance. Foreign (not including Canada, Mexico, Cuba), 75 cents. Copies are mailed regularly, without cost, to State, city, and county superintendents, principals of high schools, and a few other administrative school officers.

Remittance should be made to the Superintendent of Documents, Government Printing Office, Washington, D. C., and should be made by cash or money order. Stamps are not accepted.

HOW MUCH ARE TEACHERS WORTH?

Teachers in the public schools of a great democracy in which all things wait on education?

Teachers who in large measure make the characters of men and women who make up State and Nation?

Teachers who assist boys and girls in gaining the knowledge and skill on which the production of all material wealth depends?

Teachers in the schools of wealthy and progressive cities in the wealthiest Nation of all the world and of all time, cities which have money enough to pay for all that would add to their prosperity and happiness?

Teachers who must have gone through high school and normal school or college before they are permitted to begin teaching, and most of whom have gone through college or done many months of summer school work?

Teachers of power, ability, character, and industry as they must be to hold their places with the approval of principals, superintendents, and boards of education, responsible to the people for the best use of the most important of all public funds?

Teachers who are expected to give every minute of the school day enthusiastically and energetically to their work, always responsive, always interested, and then to spend many hours out of school afternoons and evenings examining and correcting papers and preparing work for the next day?

Teachers who are to inspire the purposes to form the will and direct the activities of the future citizens of State and Nation?

It is difficult to answer these questions, but what we do pay teachers has been answered by statistics gathered by the National Education Association from 392 cities for the school year 1918-19.

In these 392 cities 10 per cent of the teachers were paid less than \$600; 39.9 per cent were paid less than \$800; 72

per cent were paid less than \$1,000; 89.6 per cent were paid less than \$1,200; 98.7 per cent were paid less than \$1,400; 99.6 per cent were paid less than \$1,500. Only four in a thousand, supposedly the chosen few, of largest native ability, finest personal culture, broadest education, most comprehensive professional knowledge, most extensive and satisfactory experience, and most perfect skill were paid as much as \$1,500 a year, \$125 a month.

Do these salaries indicate the value we place on the work of our schools? Can we afford to pay more? Can we afford not to pay much more?

P. P. CLAXTON.

A WORD FROM HARVARD.

"There is a marked difference, of course, between a 'campaign' of public-school teachers for legislative action to increase their pay and a 'drive' by the alumni of an endowed university to raise the salaries of professors," says the Harvard Alumni Bulletin. "Such efforts are closely allied, however, and there are principles which underlie the whole business.

"No one ought to forget, for example, that it is not primarily in the interest of the teachers that their salaries should be raised, but rather in the interest of the public. For education is a public concern. The benefits of it are widely distributed. The notion that education is something every individual should pay for, because it is to his own advantage to be educated, died long ago. A State school system is a proper charge on public funds, and an endowed university a proper charge on the alumni of the university and public-spirited citizens of wealth.

"No one ought to forget, either, that the raising of salaries is not for the sake of the teachers now at work, but for the sake of getting other and better teachers in the future. Teachers of some sort we are bound to have. The question is, What kind do we want? Neither State nor university should pay a penny more than

enough to get the right kind of man. Yet it must always be borne in mind that the right kind of man should be called upon hereafter to undergo a longer and severer training for his work than ever before; and this is the nub of the whole matter. The salaries that are offered should be such as to attract men of the right quality and induce them to undertake the right kind of training.

"It should be remembered, furthermore, that the supply of workers in any profession depends a good deal upon a continuous tradition and esprit de corps. Those who are in the profession draw others into training for it. If enthusiasm fails anywhere along the line, the supply will be broken and the institution will deteriorate. Delay or quibbling about meeting the just demands of teachers may have a serious effect which will be felt for some time after the cause is removed. It is always unfortunate that a group of public servants should have to 'go out after' higher rewards; for, although advantages may accrue from organization, the fact that those who are holding an office of trust and honor find it necessary to seek an increase in their own reward will be bound very soon to breed a disaffection which will spread to beginners and to candidates and ultimately turn the best men away."

These things have been said often enough, as the Bulletin remarks, but in the face of a crisis that is really national, can they be said too often?

NONE OVER \$50.

Not one of the grade teachers in Clinton, Tenn., is getting more than \$50 per month. Room for a salary campaign in that city, all right. How can Supt. W. L. Foster keep his teachers at such salaries?

Mansfield, Ohio, recently carried a bond election providing \$1,000,000 for building purposes. It is planned to build a senior high school.

ANSWERING AN APPEAL.

The attention of the American public has recently been drawn to the urgent and immediate necessity of providing more adequate salaries to members of the teaching profession. It is of the highest importance that those entrusted with the education of youth, and the increase of knowledge, should not be led to abandon their calling by reason of financial pressure, or to cling to it amidst discouragement due to financial limitations. It is of equal importance to our welfare and progress that able and aspiring young men and women should not for similar reasons be deterred from devoting their lives to teaching.—*John D. Rockefeller, in announcing college benefactions of \$50,000,000, December, 1919.*

NEW BOOKS ON EDUCATION

Citizenship in school and out the first six years of school life, by Arthur William Dunn and Hannah Margaret Harris. Boston, New York [etc.], D. C. Heath & co. [c. 1919]. 144 p. illus. 12°.

That civic education to be efficacious must begin with the child's entrance to school and must be continuous and persistent is one of the chief convictions underlying this work.

"The chief desideratum," says Mr. Dunn in the introduction, "is to cultivate an habitual attitude of mind toward one's civic relations and responsibilities and toward the community's organization and practice by which alone these responsibilities can be fulfilled. Such habitual attitude of mind can not be grafted on to the citizen after he has largely attained his growth, but must grow into the very texture of his being, must be an essential part of him. Speaking more precisely, the young citizen is developing an habitual attitude of mind toward his civic relations all the time, without guidance if not with it. It is not a thing we can will him to do or not to do. If the process goes on without guidance during the six formative years of elementary school life, any attempt to shape civic habits in the later years becomes vastly more difficult. It becomes a process of remaking, and the longer it is postponed the more difficult it becomes."

The undying fire, a contemporary novel, by H. G. Wells. New York, The Macmillan company, 1919. 229 p. 12°.

A remarkable discussion of educational theory and practice, dedicated "to all schoolmasters and schoolmistresses and every teacher in the world."

It is difficult to pick out a characteristic passage that will give a fair impression. Here is the beginning of a chapter on the submarine:

"Take some poor German boy with an ordinary sort of intelligence, an ordinary human disposition to kindness, and some gallantry, who becomes finally a sailor in one of these craft [submarines]. Consider his case and what we do to him. You will find in him a sample of what we are doing for mankind. As a child he is ingenuous, teachable, plastic. He is also egotistical, greedy, and suspicious. He is easily led and easily frightened. He likes making things if he knows how to make them; he is capable of affection and capable of resentment. He is a sheet of white paper upon which anything may be written. His parents teach him, his companions, his school. Do they teach him anything of the great history of mankind? Do they teach him of his blood brotherhood with all men? Do they tell him anything of discovery, of exploration, of human effort and achievement? No. They teach him that he belongs to a blonde and wonderful race, the only race that matters on this planet. (No such distinct race ever existed; it is a lie for the damning of men.) And these teachers incite him to suspicion and hatred and contempt of all other races. They fill his mind with fears and hostilities. Everything German they tell him is good and splendid. Everything not German is

dangerous and wicked. They take that poor actor of an emperor at Potsdam and glorify him until he shines upon the lad's mind like a star.

"The boy grows up a mental cripple; his capacity for devotion and self-sacrifice is run into a mold of fanatical loyalty for the Kaiser and hatred for foreign things."

SOME RECENT PAMPHLET MATERIAL ON EDUCATION.

"Elementary Adult Education in the Los Angeles City Schools" is the title of the first report of the department of immigrant education of Los Angeles, covering the years 1916 to 1919. It contains, besides attendance figures and other statistics, chapters on organization, extension of schools and classes, training of teachers, teaching materials, social phases of adult classes and schools, the immigrant woman, the home teacher, "the cottage idea," and classes for adults in industrial plants. It is illustrated.

A companion publication to the report just mentioned is "A Tentative Course of Study in English for Non-English Students." In putting this out the Los Angeles department emphasizes the fact that it is tentative—designed to remain the starting point for further investigations and experimentations by committees and conferences of teachers.

Dental hygiene hopes and achievements are set before Bridgeport, Conn., citizens in two pamphlets recently issued. One, a "Report of Five Years of Mouth Hygiene in the Public Schools of Bridgeport, Conn.," by Dr. Alfred C. Fones, describes the work as it has been carried out in Bridgeport, and gives useful information on the frequency of dental caries, malocclusion, and retardation, showing, among other things, a drop of 50 per cent in retardation since 1913, as the result of improved health conditions. The other pamphlet is "A Message to the Parents of School Children," and seeks to make clear, through simple, understandable language and good pictures, how "the mouth is the gateway to our bodies," and how important mouth hygiene is to general good health. "We do not believe that sound teeth and clean mouths will end all of our physical ailments," says the "Message," "but we do believe that they are powerful factors for health and for the prevention of disease."

A striking feature of the Boston teachers' campaign for better salaries was the series of leaflets on "Teachers' Salaries and Taxes," "The Rewards of Industry and of Teaching," and "The Case of the Boston Teacher and the Boston Schools." The skill of the teachers in putting their case before the community is illustrated by the clear-cut statements, concrete illustrations, and graphic charts that mark this series. Particularly effective was the chart showing "The Boston Teachers' Dollar"—which, by the way, can be made to illustrate what has happened to the dollar in any community.

Senate Document No. 8 of the Sixty-sixth Congress, first session, describes a vocational agricultural school for youths between 14 and 18 as Mr. L. A. Dean, president of the board of education of Floyd County, Ga., would have it. Mr. Dean tells Senator Hoke Smith what a school of this type ought to be and do and Senator Smith has his letter printed as a public document.

How teachers may test the vision and bearing of school children is outlined in a New York State department bulletin entitled "The Eyes and Ears of School Children," prepared by William A. Howe, State medical inspector of schools. Suggested notification forms are given.

"Who is your neighbor?" is the title of a Massachusetts Americanization pamphlet that has had wide distribution. It analyzes the 1,152,045 foreign-born in Massachusetts, including 300,000 males over 21 years of age who have not been naturalized, into the 25 or more nationalities that comprise them, and describes the objects and functions of the Massachusetts bureau of immigration. An accompanying series on "Immigrant Races in Massachusetts" has an article on "The Greeks," which sets forth in a sympathetic way the number of Greeks in this country, their characteristics, their possibilities as citizens, and other helpful information.

What a community does when presented with three important gifts of land and money is explained in "Winston-Salem's New School Program," a pam-

phlet printed, incidentally, by the city public schools print shop. How the city accepted the gifts and then went ahead and raised \$800,000 in bonds is told in the same pamphlet. The vote for the bonds was 706 to 12. "We are building for the next generation," says the pamphlet. "The people of our city believe in themselves, and they want the best for their children."

* * *

In "Recreation and Child Welfare," reprinted from "Child Welfare in Kentucky," the National Child Labor Committee makes the point that it is not merely *against* child labor, but *for* whatever tends to develop children into healthy, intelligent, moral, and efficient men and women. What Raymond G. Fuller has to say about recreation conditions in Kentucky—the lack of play and playgrounds, commercial amusements, and the need for developing fundamental recreational resources—may well be said about large parts of the United States.

* * *

Speeches and discussions on scouting and the public schools from the conference at the department of superintendence meeting last year have been brought together in convenient form by the Boy Scout organization. The pamphlet, which is entitled, "Boy Scouts of America and the Public Schools," contains statements on scouting education; national policies and aims; cooperation with the schools.

* * *

Dr. E. George Payne, of St. Louis, is the author of a "Plan of Safety Instruction in Public and Parochial Schools," published by the National Safety Council. "Make the children a part of the movement for safety," is his plea.

* * *

The "rotation plan" of teaching agriculture is set forth vividly in a series of pamphlets published by the agricultural extension department of the International Harvester Co. Through "The Rotation Plan: What It Is and Does," "How to Vitalize the Teaching of Agriculture in the Rural Schools," "Better Country Schools for Missouri," "Vitalization Through Rotation," "Making Things," and "The Visual Method of Instruction the Big Idea in Education," Prof. Holden's organization is furnishing needed ammunition for many a rural teacher.

* * *

Educational leaders are finding in the articles on consolidation now running in

the Nebraska Farmer over the signature of R. P. Crawford some of the best material ever issued in this field. Beginning with two Minnesota stories November 29 and December 6, on "The Big Boom in Consolidation" and "A Farmers School in Minnesota," Mr. Crawford swings into North Dakota on December 20 with a telling account of North Dakota's belief in consolidated schools under the caption "Making the most of what they have," and continues December 27 with another North Dakota review on "Schools on the open prairie." This latter story, by the way, contains a tabular statement of the facts of 25 open-country consolidations in North Dakota that answers just the kind of questions the public asks. This table is reproduced elsewhere in this issue of *School Life*. (See p. 6.)

* * *

"Rural Education" a new official periodical published by the Northern Normal and Industrial Institute at Aberdeen, S. Dak., in its second number puts out some remarkably practical suggestions on "school news" that ought to bear fruit. The two issues so far out suggest a combination of national outlook and sense of State needs that ought not to go unrecognized.

* * *

"School and Community" is the title of a new semimonthly journal issued by the Public Education Association of Buffalo, and intended for "Buffalo citizens, teachers, parents, taxpayers, and others interested in local educational affairs." According to the announcement the new journal proposes "to keep the public informed as to the progress, activities and plans of the public schools department, and, in addition, to tell what the many civic organizations are doing to extend the usefulness of the schools or to increase the educational opportunities of the city."

* * *

The December bulletin of the National Tuberculosis Association carries an account of the children's health camp at Framingham, Mass. Just what the health gains have been are carefully set down and the hope is expressed that such a camp will be a permanent feature subsequent to the demonstration period.

WHAT MATERIAL CAN LIBRARIES REALLY GET FROM THE GOVERNMENT.

A comprehensive statement of just what assistance the departments of the Federal Government can give in pamphlet and other material for the use of libraries

is contained in Bulletin No. 74, 1919, of the Bureau of Education, "The Federal Executive Departments as Sources of Information for Libraries," just issued.

The bulletin is unusual in that it is not a mere bibliography. For each Government department or other establishment it gives an authoritative account of its history and present functions, followed by a detailed description of the type of publication issued. Miss Edith Guerrier, of the Boston Public Library, compiled the bulletin.

REVISED LIST OF MATERIAL ON HOME ECONOMICS.

A revised list of books and other materials on home economics is given in Bulletin No. 46, 1919, "Bibliography of Home Economics," by Carrie Alberta Lyford, formerly specialist in home economics in the Bureau of Education, now at Hampton Institute, Hampton, Va.

WAR DEPARTMENT ESSAY CONTEST WILL BE OPEN TO ALL SCHOOL CHILDREN.

A national essay contest for school children of the United States on the subject "What are the benefits of an enlistment in the United States Army," was inaugurated January 14 under War Department auspices. It is open, without entry fee, to pupils of all schools in America, except colleges and universities. Students of public graded or high schools, private schools, sectarian or nonsectarian schools are eligible to compete.

The rules of the contest are as follows:

Essays to be written in the classrooms on Friday, February 20, 1920, from notes if desired.

No essay to be more than 400 words in length.

Pen and ink or pencil may be used, but only one side of the paper to be written upon.

Essays will be judged strictly on a basis of originality, expression, and sincerity.

A board of three teachers in each school will pass upon the essays written in their school and submit, not later than February 27, the best essay from that school to the United States Army district recruiting officer for the district in which the school is located. The 56 district recruiting officers will appoint boards of judges in each of their districts to select the best essay submitted by the schools of their district. Each district recruiting officer will then forward the best essay written in his district to Washington.

The 56 prize essays will then be passed upon by a national board composed of Secretary of War Newton D. Baker, Gen.

John J. Pershing, and Gen. Peyton C. March, Chief of Staff, United States Army. They will pick the three best essays and declare them the national winners on April 19, 1920.

On May 5 these three national winners, accompanied by parent or guardian and the district recruiting officer, will come to Washington to receive prizes from the hand of the Secretary of War, as the guests of *The Come Back*, published in the interest of the patients at Walter Reed Army General Hospital, District of Columbia, which will also provide the prizes for the national winners. The best essay writer will receive a gold medal, embossed with the seal of the War Department, while the school he represents will receive a handsome silver loving cup, 18 inches high. The second best essay writer will receive a silver medal and his school a 14-inch silver loving cup. The third prize winner will receive a bronze medal and his school a 12-inch silver loving cup. The cups and medals will be of the same design and appropriately engraved. All cups are of sterling silver.

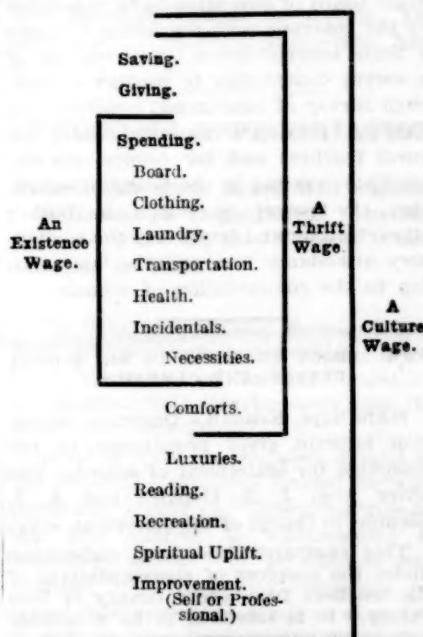
The following are the headquarters of the district recruiting officers:

Hatz Block Building, Aberdeen, S. Dak.
543 Broadway, Albany, N. Y.
Transportation Building, Atlanta, Ga.
16 St. Paul Street, Baltimore, Md.
201 Clark Building, Birmingham, Ala.
3 Tremont Row, Boston, Mass.
15 West Swan Street, Buffalo, N. Y.
526 South State Street, Chicago, Ill.
612 Vine Street, Cincinnati, Ohio.
54 Public Square, Cleveland, Ohio.
153 North High Street, Columbus, Ohio.
1514 Main Street, Dallas, Tex.
Corner Third and Brady Streets, Davenport, Iowa.
1705 Lawrence Street, Denver, Colo.
221 Woodward Avenue, Detroit, Mich.
213 West Franklin Street, El Paso, Tex.
624½ Main Street, Evansville, Ind.
211 Monroe Avenue, Grand Rapids, Mich.
334½ South Elm Street, Greensboro, N. C.
325 Market Street, Harrisburg, Pa.
1003½ Congress Avenue, Houston, Tex.
Robison-Prichard Building, Huntington, W. Va.
102 South Illinois Street, Indianapolis, Ind.
223 West Capitol Street, Jackson, Miss.
Barnett Building, Jacksonville, Fla.
416 Main Street, Joplin, Mo.
203 Twelfth Street, Kansas City, Mo.
Corner Market and Union Avenue, Knoxville, Tenn.
122 South Fourth Street, Louisville, Ky.
821 Main Street, Little Rock, Ark.
Corner Fourth and Main Streets, Los Angeles, Calif.
311 Nicollet Avenue, Minneapolis, Minn.
155 Eighth Avenue, North Nashville, Tenn.
86 Park Place, Newark, N. J.
United States Custom House, New Orleans, La.
461 Eighth Avenue, New York, N. Y.
104½ West Main Street, Oklahoma City, Okla.
Army Building, Omaha, Nebr.
100 North Adams Street, Peoria, Ill.
1345 Arch Street, Philadelphia, Pa.
204 Fifth Avenue, Pittsburgh, Pa.
463 Congress Street, Portland, Me.

Worcester Building, Third and Oak Streets, Portland, Oreg.
Caesar-Misch Building, Providence, R. I.
820 East Broad Street, Richmond, Va.
Third and Olive Streets, St. Louis, Mo.
Central Building, Salt Lake City, Utah.
660 Market Street, San Francisco, Calif.
35 Barnard Street, Savannah, Ga.
507 Lackawanna Avenue, Scranton, Pa.
Mutual Life Building, Seattle, Wash.
409 Ziegler Building, Spokane, Wash.
17 Hampden Street, Springfield, Mass.
107 Bastable Building, Syracuse, N. Y.
416 Adams Street, Toledo, Ohio.
Brosius Building, corner Douglas and Topeka Avenue, Wichita, Kans.

A BUDGET FOR TEACHERS.

A budget formulated for teachers, devised by Miss Florence Barnard, a Brookline, Mass., teacher, is published by the Massachusetts Teachers' Federation in a recent report. It is as follows:



An existence wage pays for those least fit to undertake the responsibility of teaching. Their minds are un nourished, and they are distraught with worry about the future.

A thrift wage brings relief from worry, but leaves the mind and soul hungering for those things which a teacher best knows she must have in order to do her duty.

A culture wage includes the other two, and equips the teacher for greatest usefulness in the school and in the community.

\$1,382 Minimum.

At a meeting of teachers representing all parts of Massachusetts, the above budget was filled in accordingly to the consensus of opinion of all present. The result was an estimate of \$1,382 for an existence wage, \$1,612 for a thrift wage, and \$1,812 for a cultural wage. Subsequent reports from various communities verified these figures as being a conservative estimate for a minimum.

PHILIPPINES ASK MORE AMERICAN TEACHERS

More American teachers are desired for the Philippines, according to Dr. W. W. Marquardt, former Director of Education for the Philippines, who is now engaged in selecting a hundred and fifty teachers for service overseas. In the Islands, schools open in June, and the first contingent of new teachers will leave early in May, others following in rapid succession until the whole quota has been supplied.

"Men teachers of high-school subjects are greatly needed to fill the gaps left by those who separated from the service during the war, and to fill the new needs created by the recent increase in school attendance," says Dr. Marquardt. "Applicants must have had a college education and at least one year's teaching experience, or else three years' teaching experience in a recognized high school. The age limits are from twenty-one to forty years for men, and from twenty-five to forty years for such women as may be chosen. The usual entrance salary is \$1,200 with a fifteen per cent bonus, and at least two annual promotions of \$100 each for satisfactory service. Teachers with special qualifications are in some cases appointed at a higher figure. Transportation to the Islands is furnished by the Philippine Government, return transportation being at the expense of the appointee. A two-year contract is required. Living expenses in the Islands are in no place higher and in most places lower than in the average city of the United States.

"Other things being equal, men able to handle agricultural work, athletics, or commercial branches will be given preference. English teachers are in greatest demand for the high school courses, although there will be a need for a number of physics teachers. A few primary specialists have also been requested for the six new normal schools recently established.

"The chances for travel in the Islands and in nearby China and Japan, and the opportunity of participating in the greatest educational work ever directed by any government in any territorial possession both combine in an appeal for service in the making of a new nation that many find impossible to resist."

Hundreds of applications have already been received by the Bureau of Insular Affairs at Washington, D. C., for placement on the civil service eligible list. Eligibility for appointment depends upon rating by the United States Civil Service Commission based upon training, experience, and physical condition. Final selection is made from the eligible list and is dependent upon the needs of the service for certain lines of work and upon

(Continued on page 14.)

With the State Departments of Education

(Furnished by State Superintendents and other State officers.)

REVIVAL OF SCHOOL BUILDING IN CALIFORNIA.

"During the war building operations were suspended except where replacements or extensions were absolutely necessary," says State Superintendent Will C. Wood.

"For three years California has done little to provide increased school accommodations, so many districts are cramped for room. In consequence, the building programs are larger than usual. Sacramento recently voted \$3,064,000 for new high and elementary school buildings. Chico voted \$440,000 for a high-school building which will be located in a 52-acre field adjoining the city. Martinez is erecting a new high-school building. Oakland has voted \$4,975,000 for new buildings. Fresno is expending \$2,000,000 for high and intermediate schools. Modesto is adding to its high and elementary school buildings, while Turlock and Merced have the money on hand but are waiting for legal yarn to untangle so they can build. Berkeley has buildings under way that will cost \$1,500,000. Hanford is carrying out a big building program. San Rafael, Dinuba, Visalia, Marysville, Elk Grove, Santa Ana, Santa Barbara, Bakersfield, and Salinas are preparing for building campaigns. California insists on growing; the children must be provided for."

ASKING BETTER SALARIES AND HIGH-SCHOOL FACILITIES IN MARYLAND.

Material increases in teachers' salaries and the extension of high-school education are two of the more important items in the legislative program of State Supt. M. Bates Stephens, of Maryland. The legislature now in session will be asked to pass a minimum salary law under which the lowest permissible pay of a first-grade teacher who is a graduate of a State normal school will be \$800; in the case of a one-teacher school the minimum will be \$850. Holders of a second-grade certificate based on graduation from an approved high school and six weeks' professional training will receive not less than \$650, and holders of a third-grade certificate, \$550.

The high-school bill is designed to extend high-school opportunities to the smaller communities. If enacted into law, this measure will recognize an enrollment as small as 12 and will provide for schools offering only two-year courses, with State aid to the amount of \$500.

PROPOSES SURVEY OF EDUCATION IN KENTUCKY.

A State-wide survey of education in Kentucky is one of the projects held in view by State Supt. George Colvin, of that State.

While the legislative program in Kentucky is as yet only in tentative form, Supt. Colvin states that it will include the following:

The creation of a county board in each county to be elected by the people from the county at large, with the power to appoint the county superintendent and professional assistants; the creation of a State board of education to be appointed by the governor with the power to name a State superintendent; the creation of a survey commission to conduct a thorough survey of educational conditions in Kentucky; fixing a minimum salary for rural teachers and for county superintendents; vesting in the board of education the power to adopt textbooks; strengthening and improving the compulsory attendance law, and the law relating to the consolidation of schools.

NEW JERSEY TEACHERS IN BIG SCHOOL BETTERMENT CAMPAIGN.

State Supt. Kendall's December education bulletin gives prominence to the campaign for betterment of schools. The letter from J. J. Hopkins and A. J. Glennie, in charge of the movement, says:

This campaign has been undertaken under the auspices of representatives of the teachers from every county in New Jersey. It is intended to be a teacher movement comprising every teacher in the State and carried on under professional management. It is not the offspring of any organization or special group. It is for these purposes: Betterment of schools through the attraction of strong teachers; the improvement of mediocre teachers; and the retention of good teachers. It also has for its object the financial betterment of teachers, which is the surest way to get, to improve, and to retain teachers who are worth while. It is a movement carefully planned out and cannot help but be successful if it has the enthusiasm and hearty cooperation of every teacher in New Jersey. It is a movement bound to be successful if teachers will forget class distinctions, class jealousies, and class comparisons, and will labor with the spirit of those in charge for the accomplishment of the greatest possible good for every teacher, be he superintendent, principal, high school teacher, or grade teacher; be he city teacher or country teacher; be he under a municipal board or under the State board.

The time has come for teachers to define in clear terms to the public what their values are. The public, if a matter is properly presented to them, will understand and approve, but it will not do for the public to be met on the one side by a presentation of values and on the other side by a concealed criticism. Only by whole-hearted, unified, cohesive, unselfish action will it be possible to obtain the greatest results for a campaign of this kind.

TEACHERS AND MUNICIPAL COMMISSIONERS MEET TOGETHER IN PORTO RICO.

How to improve the natural conditions of the school, better health for the pupil, the school, and the community, better school attendance, making education practical, the professional status of the teacher, and the proposed reorganization of the school on the 6-3-3 plan, were among the topics discussed at a joint meeting of the Porto Rico Teachers' Association and the municipal commissioner of education, supervisors of schools, and the administrative and supervisory staff of the department of education, held recently.

THREE RHODES SCHOLARSHIPS AT LARGE FOR THE UNITED STATES.

The Rhodes trustees have decided to allot three scholarships at large to the United States for this year, according to Prof. Frank Aydelotte, American secretary of the Rhodes trustees. These appointments will be filled from a list of over 60 candidates who, while they did not receive scholarships in November, were especially recommended by the committees before which they appeared. The elections will be made by a committee of ex-Rhodes scholars especially appointed for that purpose; they will be held the last of this month and the scholars at large so elected will go to Oxford in October, 1920.

Resolutions favoring "the organization, in each county and larger independent district, of teachers' councils for the promotion of the causes that the teachers may have in common" were adopted by the Central West Texas Teachers' Association at their meeting in December.

WILL HELP COLLEGE WOMEN CHOOSE CAREERS

Bureau of Vocational Information Carries on Work of Intercollegiate Bureau—To Cooperate With College Officials.

Assistance to trained women in selecting vocations is the special function of the bureau of vocational information, recently organized in New York to continue the work of the department of information of the intercollegiate bureau of occupations.

Will Make Information Available.

The purposes of the new bureau are outlined as follows in an announcement just issued:

1. To collect all available and reliable data concerning vocations and professions for trained women, and to conduct researches into opportunities and requirements in specific fields.
2. To make such vocational information immediately and continuously available through—
 - (a) Publication and distribution of pamphlets on specific vocations.
 - (b) A monthly vocational news service, intended especially for use in colleges and in organizations dealing with young women.
 - (c) Vocational information given by letter or interview to individuals, students and others, who are in need of such service.
3. To cooperate with the vocational advisers and appointment secretaries in the colleges; to supply them, at their request, with data concerning current developments in fields of work in which their students or graduates may be interested.
4. To serve as a center of vocational information for women wishing to change from one field of work to another, so that such transitions may be made with the least possible waste and sacrifice.

Investigate Training Required.

For each field of work, it is announced, the bureau of vocational information will collect and supply facts concerning—

1. Training necessary and desirable, schools and institutions where it may be taken, length of the courses, cost, etc.
2. Best methods of entering the field.
3. Kinds of positions and duties involved.
4. Conditions of work.
5. Salary ranges.
6. Ultimate opportunities to which definite beginning positions may lead.
7. Specific personal qualifications required and other vocational data, the

need for which has been constantly revealed to the intercollegiate bureau of occupations in its seven years of experience.

Pamphlets on Vocations.

Pamphlets already published include: Classified List of Vocations for Trained Women; Opportunities for Women in the Municipal Civil Service of the City of New York; Vocations for Business and Professional Women—Bulletin No. 1. Vocation bulletins in preparation include: Statistical Work for Women; The Vocational Application of Legal Training for Women; and The Woman Chemist.

The board of managers of the bureau consists of Mrs. Wendell T. Bush, president; Miss Mabel Foote Weeks, secretary; Mrs. Frederick H. Cone, treasurer; Miss Percy Jackson, Miss Emma MacAlarney, and Miss Eugenia Wallace. Miss Emma P. Hirth is the director. The office is at 2 West Forty-third Street, New York.

CONTINUES APPROPRIATION

General Education Board Will Support Mathematics Organization Another Year—Work of the National Committee to Date.

The General Education Board, of New York, has made an appropriation to continue the work of the National Committee on Mathematical Requirements into the fiscal year 1920-21.

At its meeting on December 30 and 31 the National Committee revised the subcommittee report on "Reorganization of the first courses in mathematics in secondary schools" in the light of suggestions, criticisms, and comments received from various associations of mathematics teachers throughout the country.

A preliminary report on the principles to govern a revision of college entrance requirements was submitted by the National Committee to the councils of the American Mathematical Society and of the Mathematical Association of America on December 30, 1919.

Other reports whose early publication may be expected are:

The Valid Aims and Purposes of the Study of Mathematics.

The Doctrine of Formal Discipline and the Transfer of Training (a critical examination of the literature by Vevia Blair).

Change of Mind between High School and College as to Life Work (a statistical study by A. R. Crathorne).

Prof. R. C. Archibald, of Brown University, has consented to prepare a report for the National Committee on the desirable professional training for teach-

ers of mathematics in the United States and on courses primarily intended for prospective teachers.

The preparation of reports on sources of problems and desirable types of problems on elective courses in mathematics for secondary schools (their aims, content, organization, etc.) and exhaustive and authoritative investigations of the mathematical elements entering into the work of the various vocations, industries, and professions are under consideration.

The committee has indorsed the proposed organization of a national council of mathematical teachers and has authorized its officers to attend the organization meeting of the council in Cleveland on February 24 in connection with the meeting of the department of superintendence of the National Education Association.

The date and place of the next meeting of the National Committee have been tentatively set for Chicago, Ill., on April 23 and 24, 1920.

VOCATIONAL EDUCATION ORGANIZATIONS MEET AT CHICAGO

Important Matters to be Discussed at Joint Conference

"Social phases of vocational education," "Vocational training in conjunction with military service," "Vocational education in and through high schools," and "Future problems of State and National administration of vocational education," are to be the main topics of discussion at the joint convention of the National Society for Vocational Education and the Vocational Education Association of the Middle West, Chicago, February, 19-21.

Both organizations have at work a number of committees on special topics of vital interest at the present time. It is expected that the reports of these committees will deal with issues entitling them to prominent places on the program. Among the topics being considered by special committees are the following:

By committees of the Vocational Education Association of the Middle West:

1. Commercial education: The teaching of salesmanship at public expense.
2. Industrial education: Conditions of successful vocational training in high schools.
3. Agricultural education: Effect of the Smith-Hughes law on instruction in agriculture and home economics.

4. Vocational guidance: Results of experiments in vocational guidance work in the schools of the Middle West.

5. Social science: The teaching of social science to students in vocational and high schools.

By committees of the National Society for Vocational Education:

1. Vocational education in the comprehensive high school.

2. Vocational education requiring special schools and equipment, independent of general schools.

3. Vocational education in the continuation school.

4. Home project work in vocational home-making education.

5. Standards of home project work in agricultural education.

6. New commercial vocations for which training should be provided in commercial schools.

7. Vestibule and up-grading schools.

8. Vocational education for women and girls preparing to enter industry.

"ROTATE THE SUBJECTS," SAYS HOLDEN

Believes This Is Secret of Successful Agriculture in Rural Schools—Features of the Plan

"How can we vitalize the teaching of agriculture in the rural schools?" asks P. G. Holden in a bulletin of the extension department of the International Harvester Co.

"No more important problem is presented to American educators to-day. It can be solved in but one way—'rotate the subjects.' This will prevent skimming and repetition; it will sustain interest—keep the subject alive.

"In one-room schools all children in the lower grades become as familiar with subjects taught in the seventh and eighth grades as do their older brothers and sisters. By rotating the subjects a new field is opened to the pupils each year.

"If we would teach agriculture in a way to bring the best results, we must keep it alive—must develop interest—must rotate the subjects.

"Agriculture can not be successfully introduced in all the rural schools in any State or any county at the same time. It must grow into the schools.

"What do we mean by the 'rotation plan?' How does it differ from other plans?

"In the first place, it teaches in terms of the lives of the pupils—teaches real

things. Second, it rotates the subjects; does not teach the same things year after year; does not skim all the interesting things the first year or two, leaving nothing crisp and new for the third and fourth years."

Growing Things.

The first year, under the rotation plan, is given to the study of growing things.

The pupil learns by doing. He goes into the fields, studies the growing crops, learns how to select seeds, how to prepare the soil, how to rotate crops, how to select and test seed corn, in fact how to do the many things necessary to successful farming.

The children learn how to make a garden—what to plant, and how to cultivate garden crops.

Canning and drying are part of this year's work. The cold pack canning method is taught. The children learn how to construct a home-made outfit for canning, and racks for drying fruits and vegetables.

During the second, or "making things" year, the child learns the importance of good tools and machines, and their proper use. He makes a study of rope, learns how to tie knots, how to make splices, how to make halters, learns the many uses of rope on the farm.

He makes fly traps and screens, learns how to use a fire extinguisher, how to mix cement, and make cement steps, posts, tanks, etc.

Sewing is a part of this year's work and is taught to both boys and girls.

The third year the study of "live things" is taken up: Live stock, how to feed cattle and hogs, the dairy, how to test milk, house and field pests, methods of eradication, protecting birds, preparing and cooking of food, proper table service—all these practical things make the work extremely interesting.

The final year—the fourth, is devoted to "soils and the home."

Some of the important things taught in this year are making soils fertile, preservation of moisture, drainage and irrigation, laws of sanitation and health, the beautifying of home and school, civic and community life.

Books Should Be Supplementary.

Instead of just studying from the pages of a book, the children "study the thing itself and later use the book," says Mr. Holden.

"Suppose the children are studying weeds. They do not study out of a book. They actually plant the seeds, which they have taken, with other impurities, from wheat and other grains. They watch the seeds grow and they become familiar with the young plants; learn how to get rid of them.

"They do not read about cockleburrs. They plant the seed and watch the cocklebur grow. Then they have an intimate acquaintance with it.

"They do not read about sewing, canning, or treating oats for smut. They actually sew, actually can; actually treat oats with formaldehyde.

"When they study alfalfa, they do not study out of a book. They make a survey of the neighborhood and find out how alfalfa is grown; what its feeding value is; how much profit there is in growing it.

"They learn that some men succeed in growing alfalfa and that other men do not. Why? This is the question they naturally ask themselves. To find the answer to this question and others that arise, books are used.

"It is the same with the study of corn. Some farmers have a good crop; others have a poor crop. Why? The children go into the fields and count the stands; they gather the corn and test it. They find that in many cases the trouble was the farmer with a poor crop did not test his seed corn.

"Surveying the things themselves not only awakens vital interest among the children but brings the people of the community together."

VOCATIONAL GUIDANCE ASSOCIATION ORGANIZED.

A new national organization, to occupy the field formerly occupied by the National Vocational Guidance Association, no longer active, was formed at New York on January 6. The new organization is known as the Vocational Guidance Association of the United States. It will hold a meeting at Chicago February 19-20, in connection with the meeting of the National Society for Vocational Education. The temporary officers are: President, John M. Brewer, Harvard University; vice president, Miss Katherine F. Ball, Minneapolis, Minn.; secretary, Russell H. Allen, Bureau of Municipal Research, New York City; and treasurer, George H. Chatfield, New York City.

The New York conference adopted a set of principles on vocational guidance and appointed committees to begin work at once on several controverted points. The organization will provide for local branches wherever sufficient interest is shown.

Philippines Ask More American Teachers—Continued.

(Continued from page 11.)

a personal interview with Dr. Marquardt, who has just started on a three months' trip which will include all sections of the United States in which any considerable number of eligibility certificates have been made.

SOME CHICAGO CONTINUATION SCHOOLS

By E. G. COOLEY.

Seven continuation schools in operation in Chicago are as follows:

1. Washburne Continuation and Trades School, Fourteenth Street and Union Avenue.
2. Commercial Continuation School, 218 South Wabash Avenue.
3. Automobile Continuation School (Old South Division High School), Twenty-sixth Street and Wabash Avenue.
4. Armour & Co.'s Continuation School, Union Stock Yards.
5. Morris & Co.'s Continuation School, Union Stock Yards.
6. Wilson & Co.'s Continuation School, Union Stock Yards.
7. Swift & Co.'s Continuation School, Union Stock Yards.

Building Trades and Machinists' Apprentices.

In the Washburne School three groups are cared for. The first group is composed of apprentices of the building trades, who attend six hours daily during the winter, January to April. The course of study takes in shop work, drawing, arithmetic, English, history, civics, and shop hygiene.

The second group in this school is composed of machine trades' apprentices—pattern makers, electrical workers, and machinists. Here the course of study is similar to that given the building trades' apprentices, except that shop work receives less attention because of the small amount of time granted to the apprentices by their employers. Eight hours weekly is the average attendance by members of this group. We have now apprentices in the machinists' and pattern makers' trades and additional classes will soon be started in sheet-metal work, plumbing, baking, watch and clock making, and cobbling.

The third division of instruction given in Washburne School is somewhat in the nature of emergency work. Incapacitated soldiers are being reeducated and fitted for vocational life. At the start these men divide their time equally between shop and academic work, five days weekly. After a try-out of indefinite length, a trade is decided upon and the soldier is given a job which divides his time with the school instruction. There is definite coordination between his school

and shop work, an even balance between the technical and the cultural sides of training given these men. The soldiers are on Uncle Sam's pay roll for the period of their reeducation. Business and industrial employers can definitely promote this work by employing the reeducated soldiers.

The carpenters' class of Washburne School has been in operation for 18 years. It is a testimonial to the effective cooperation possible between trades-union, employers, and school authorities.

Commercial Continuation School.

The Commercial Continuation School also has several groups in its care. Most important, of course, are the boys and girls from 14 years up, who are employed by the loop banks, department stores, and other business concerns. These young people attend an hour or more daily. The course of study includes English, arithmetic, penmanship, typewriting, stenography, accounting, civics, history, commercial geography, calculating, and banking machines; in fact, an almost complete list of commercial and allied subjects. A choice of studies is permitted; one requirement being that where the student's program includes more than one subject, English is required.

Intensive six-month courses in stenography and accounting are also offered in the Commercial Continuation School. Only those with at least a four-year high-school training are admitted to these classes, and here again, English is required. These students attend school six hours daily, five days a week. The Commercial Continuation School's session is from 8 a. m. to 6 p. m.

During the school year 1918-19, September to June, 894 students were enrolled. In June a class of 21 was certified in the intensive courses.

An Automobile Continuation School.

The Automobile Continuation School is at present housed in the old South Division High School. During the war mechanics for the Army were trained here. As a consequence there is a valuable equipment of engines, carburetors, and other automobile parts. A \$20,000 machine shop is being installed. This will make possible a complete course for auto mechanics, car owners, chauffeurs, and general garage workers. The purpose of the school is to give a working knowledge of the essential features of the cars they drive.

At present there are about 175 students in this school, all of whom are car owners, chauffeurs, or drivers of cars. The Wednesday class is made up of women who are driving cars. Arrayed in sensible jumper attire, they are proving their ability "to get out and get under" as effectively as the men. Another day, the class is made up largely of the city's firemen and policemen, whose duties have to do with the care or operation of the city's motor fleet. Chauffeurs and workers in garages come in for their share in another group. Each class attends one day a week.

At the Stock Yards.

We come now to the stock yards continuation schools. Here we have four schools devoted to the training of boys employed in the packing-house offices. The instruction is largely a review of the common branches, with special emphasis upon the application of these subjects to the business activities of the students; for instance, arithmetic is as closely related as may be to accounting, while the work in English emphasizes the vocabulary common to the student's occupational interests. Some commercial work is attempted, and will be emphasized as the classes advance. The packers are enthusiastic supporters of these schools; they provide all equipment and space, the board of education supplying the teachers. This is a branch of continuation-school work which promises rapid development. At present four of the packing houses, as enumerated above, maintain such schools for their employees. Other large institutions are signifying their interest and willingness to cooperate in the work.

FOREIGN NOTES

ENGLISH TEACHERS' SALARY SCALE DECIDED UPON.

The standing joint committee arranged for by the Board of Education in August, 1919, and composed of representatives of the teachers' bodies and of the local authorities, councils, and committees, presented its report on November 21, 1919, three weeks in advance of the date set. It is expressly denominated only as a "Provisional minimum scale of salaries for teachers in public elementary schools." The committee decided, according to its terms of reference, to concentrate on the agreement of a provisional minimum scale and a "carry over." The committee was unanimous in limiting its report to the "first stage of its proceedings." The salient points are as follows:

SCALE FOR CERTIFICATED TEACHERS.

1. Certificated assistant masters, two years college trained, minimum, £160; annual increment, £10; maximum, £300.
2. Other certificated assistant masters, minimum, £150; annual increment, £10; maximum, £300.
3. Certificated assistant mistresses, two years college trained, minimum, £150; annual increment, £10; maximum, £240.
4. Other certificated assistant mistresses, minimum, £140; annual increment, £10; maximum, £240.
5. Certificated head masters ranking in five grades (Grade I less than 100 pupils in average attendance, Grade V over 500 pupils in average attendance), appointed from assistant masters, minimum of existing salary increased by promotion increment of £20 per grade.
6. Certificated head mistresses (ranking by same grades, and appointed as above), minimum of existing salary increased by promotion increment of £15 per grade, rising to maxima as follows: Head masters, Grade I, £330; head masters, Grade II, £360; head masters, Grade III, £390; head masters, Grade IV, £420; head masters, Grade V, £450. Head mistresses, Grade I, £264; head mistresses, Grade II, £288; head mistresses, Grade III, £312; head mistresses, Grade IV, £336; head mistresses, Grade V, £360. Annual increment for head masters and head mistresses shall be £12 10s.

SCALE FOR UNCERTIFICATED TEACHERS.

7. Uncertificated assistant masters, minimum, £100; annual increment, £6; maximum, £150, or if appointed before April 1, 1914, £180.
8. Uncertificated assistant mistresses, minimum, £90; annual increment, £6; maximum, £140, or if appointed before April 1, 1914, £150.

TEACHERS FOR SPECIAL SUBJECTS.

9. Domestic-science mistresses holding diploma of recognized training school covering required subjects to be placed on same scale as two years' college-trained certificated assistant mistresses; other recognized domestic-science mistresses to be placed on the same scale as other certificated assistant mistresses. Teachers of domestic subjects or of handicraft holding the teachers' certificate of the Board of Education to be placed on the corresponding scale for certificated assistant teachers.

(10) Assistant teachers in day special schools, including blind and deaf schools, shall receive one increment more than they would have received in public elementary schools and shall be assimilated to head teachers of regular schools on the basis of the same attendance grades.

(11) The grading and regrading of

every existing school shall be determined by reference to the average attendance calculated on the average of the three preceding financial years.

"CARRY OVER"

(12) The correct position of the teachers on the provisional minimum scale shall be the position which that teacher would have reached on March 31, 1920, had the scale been in force throughout his or her term of service, wherever rendered.

(13) All teachers shall be brought to their correct scale position not later than April 1, 1933, and for that purpose there shall be due, in addition to the normal increments under the scale, on January 1, 1920, a standard increment as set forth, and the remainder of the "carry over" payable in annual instalments April 1, 1921, 1922, and 1923.

(14) No increment shall be withheld unless the service for that year has been declared unsatisfactory by the local education authority or education committee.

(15) The scale shall come into existence not later than January 1, 1920.

(16) Nothing in the scale shall be held to limit the discretion of the authority to make additional payments for a period of college training other than two years for special qualifications or otherwise.

(17) The National Union of Teachers will not press or countenance any pressure for salary arrangements in advance of the committee's scale upon local educational authorities which have adopted or adopt the committee's scale or any equivalent or better scale during respective periods of two, three, or four years, as explained.

(18) There shall be appointed a permanent committee of reference, consisting of seven members nominated by representatives on the committee of local education authorities and seven members nominated by the representatives of the National Union of Teachers, with Viscount Burnham as chairman, to which shall be referred any matter brought forward by a local education authority or by any local association of the National Union of Teachers.

This agreement, thus arrived at, was to be reviewed and, if approved, adopted by a special conference of the National Union of Teachers, called for December 28.

CITIZENSHIP AS BASIS OF DEGREE COURSE.

In the university college of North Wales, Bangor, side by side with the ordinary B. A. degree course, but entirely separate from it, is a special scheme of

study for the degree of B. A. "based on the idea of citizenship," according to the London "Schoolmaster."

This is a scheme of study in the faculty of arts which was originally submitted to the royal commission on university education in Wales and received by them with approval.

The purpose of the scheme is thus explained: The Bangor university college has had in view the desirability of further emphasizing the more definitely humanistic side of the subjects in the arts curriculum and the need of cultivating a more intelligent appreciation of national life. A student entering upon the scheme will from the outset have his attention directed mainly to ideas of a formative character, and his course as a whole will be constructed with a view to giving him an insight into the life of the society in which he has to play a part, a knowledge of the nature and conditions of social progress, and inspiration of a social ideal.

To attain this end specially adapted courses are provided in the literatures of this and other countries, apart from philological or other linguistic studies. A two-years' course of general historical study, with special reference to more recent times, will be followed by all students. In the second university year students will be introduced to the direct study of social life, its ethical implications and economic basis, by means of a two-years' course in ethical and political philosophy and a one-year's course in economics. Throughout the course considerable attention will be given to the writing of essays and to individual tutorial work. The courses under the new scheme include history, English, French, and Welsh.

A SPANISH EXPERIMENT WITH THE MONTESSORI SYSTEM.

The provincial Government of the District of Catalonia, in Spain, has invited Dr. Montessori to assume official direction of "scientific puericulture" within its area. She is to be given a free hand in administration and method alike, to be allowed as many years free from interference as she may require, and to have all facilities put at her disposal for any and all lines of research. Both urban and rural conditions will be open to her as a laboratory.

Dr. Montessori is quoted as saying that she "can not forego such an opportunity of testing and perfecting her theories by the actual life of a large group of infants," even if, as seems necessary, this entails a temporary cessation of her researches into the psychology of the adolescent in its connection with the child.